

# Nebraska



## Nebraska Student-Centered Assessment System (NSCAS) Alternate Assessment

### ELA–Grade 4 Table of Specifications for Students with Significant Disabilities who take the Statewide Alternate Assessment

ELA Grade 4 Alternate Assessment Table of Specifications				
	DOK Stage 2	DOK Stage 3	DOK Stage 4	Item Total
<b>Reading Comprehension</b>				
<b>Reading Prose and Poetry</b>				
<b>Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.</b>				
<b>LA.4.RP.1</b> Determine a theme in a literary text and how it is conveyed through key details.				
<b>LAE.4.RP.1</b> Identify the explicitly stated main idea and/or a key detail that supports the explicitly stated main idea in a literary text.	0-2	0-4	0-2	0-4
<b>LA.4.RP.2</b> Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.				
<b>LAE.4.RP.2</b> Identify and describe the main character(s) or setting in a literary text, using key details from the text.	0-2	0-4	0-2	0-4
<b>Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.</b>				
<b>LA.4.RP.3</b> Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.				
<b>LAE.4.RP.3</b> Determine the narrator's or a character's point of view explicitly stated in a literary text.	0-2	0-4	0-2	0-4
<b>LA.4.RP.4</b> Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).				
<b>LAE.4.RP.4</b> Identify a drama, a poem, or a story, using structural elements of a literary text.	Assessed at the district level.			
<b>Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>				
<b>LA.4.RP.5</b> Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.				
<b>LAE.4.RP.5</b> Identify a similarity in characters, settings, or events between two literary texts by the same author (e.g., books from a series).	Assessed at the district level.			
<b>LA.4.RP.6</b> Explain what the text says explicitly and draw inferences when asking or answering questions, quoting, or paraphrasing specific evidence from the text as appropriate.				
<b>LAE.4.RP.6</b> Answer literal questions, using explicit information from a literary text.	0-2	0-4	0-2	0-4
<b>LA.4.RP.7</b> Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.				
<b>LAE.4.RP.7</b> Identify a similarity in character traits, events, or themes in two literary texts.	0-2	0-4	0-2	0-4
<b>Reading Informational Text</b>				
<b>Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.</b>				
<b>LA.4.RI.1</b> Determine the central idea of an informational text and how it is conveyed through key details.				
<b>LAE.4.RI.1</b> Identify the explicitly stated central idea and/or a key detail that supports the explicitly stated central idea in an informational text.	0-2	0-4	0-2	0-4

<b>LA.4.RI.2</b> Analyze an individual, event, scientific idea or concept, or steps in a process.				
<b>LAE.4.RI.2</b> Identify how individuals or events are related in an informational text.	0-2	0-4	0-2	0-4
<b>Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.</b>				
<b>LA.4.RI.3</b> Compare and contrast authors' perspectives in multiple informational texts of the same topic.				
<b>LAE.4.RI.3</b> Determine if an author's purpose is to inform, entertain, or persuade.	0-2	0-4	0-2	0-4
<b>LA.4.RI.4</b> Describe the overall structure of an informational text and how it contributes to meaning.				
<b>LAE.4.RI.4</b> Use text features (e.g., titles, headings, table of contents, glossaries, captions, graphs, maps, other visuals) to locate information.	0-2	0-4	0-2	0-4
<b>Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.</b>				
<b>LA.4.RI.5</b> Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.				
<b>LAE.4.RI.5</b> Identify similar ideas between two informational texts on the same topic.	0-2	0-4	0-2	0-4
<b>LA.4.RI.6</b> Identify an author's claim(s) and explain how the author supports the claim in the text.				
<b>LAE.4.RI.6</b> Answer literal questions, using explicit information from an informational text.	0-2	0-4	0-2	0-4
<b>LA.4.RI.7</b> Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.				
<b>LAE.4.RI.7</b> Identify patterns of events in two informational texts.	0-2	0-4	0-2	0-4
<b>Vocabulary</b>				
<b>Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</b>				
<b>LA.4.V.1</b> Acquire and use grade-level academic vocabulary appropriately.				
<b>LAE.4.V.1.a</b> Use context clues (e.g., definitions, examples, restatements) with or without illustrations to determine the meanings of words and phrases.	0-2	0-4	0-2	0-4
<b>LAE.4.V.1.b</b> Use commonly occurring prefixes and roots to determine the meaning of words.	0-2	0-4	0-2	0-4
<b>Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</b>				
<b>LA.4.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.				
<b>LAE.4.V.2.a</b> Use text and/or illustrations to determine the meaning of figurative language (e.g., alliteration, onomatopoeia).	0-2	0-4	0-2	0-4
<b>LAE.4.V.2.c</b> Identify commonly occurring synonyms.	0-2	0-4	0-2	0-4

<b>Writing</b>				
<b>Productions of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.</b>				
<b>LA.4.W.1</b> Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.				
<b>LAE.4.W.1.a</b> Capitalize initial words and names in simple and complex sentences.	0-2	0-4	0-2	0-4
<b>LAE.4.W.1.b</b> Use periods, question marks, and exclamation points in simple and complex sentences.	0-2	0-4	0-2	0-4
<b>Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.</b>				
<b>LA.4.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.				
<b>LAE.4.W.3.b</b> Use precise words, phrases, and descriptive details to describe experiences or events.	0-2	0-4	0-2	0-4
<b>LA.4.W.4</b> Write opinion pieces that explain a perspective with supporting reasons and/or evidence.				
<b>LAE.4.W.4.b</b> Identify facts to support reasons and/or evidence.	0-2	0-4	0-2	0-4
<b>LA.4.W.6</b> Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.				
<b>LAE.4.W.6.b</b> Identify appropriate print and digital sources needed to gather information about a given topic.	0-2	0-4	0-2	0-4